

**CHALLENGES AND PRACTICES OF TEACHING BASKETBALL IN
SOME SELECTED PREPARATORY SCHOOLS IN BALE ZONE
OROMIA REGIONAL STATE**

MEd. THESIS

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Schools in Bale Zone Oromia Regional State.**

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DEDICATION

I dedicated this thesis manuscript to all my families and relatives for their continuous love, appreciation, encouragement, moral, and financial support during my studies.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is a result of my genuine work and that I have duly acknowledged all sources of materials used for writing it. I submit this thesis to Haramaya University in partial fulfillment for the Degree of Master of Education. The thesis is deposited at the library of the University to be made available to borrowers for reference. I solemnly declare that the thesis has not been so far submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The Author, Dinbaru Deresa Gameda was born at Nejo Woreda West Wallaga Zone, Oromia Regional State in Ethiopia, on the 21 August 1982 E.C. He attended his elementary school education and Secondary School education from Lateral coronel Abdisa Aga elementary School and Nejo Senior Secondary and Preparatory School respectively. After completing high school education, he joined Wallaga University in 2000 E.C. to pursue the Degree of Bachelor of education in Health and physical education, and graduated in 2002 E.C.

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ACRONYMS AND ABBREVIATIONS

ABC	African Basketball Competition
ASSC	Australia School Sport Council
BAA	Basketball Association of America
FIBA	Federation Internationale De Basketball Amateur
HPE	Health and Physical Education
IAAUS	Intercollegiate Athletic Association of the United States
IBC	International Basketball Competition
IOC	International Olympic Committee
MOE	Minister of Education.
NBA	Basketball Association
NCAA	National Collegiate Athletic Association
NIT	National Invitation Tournament
PASC	Physical Activity and Sport Continuum
TI	Talent Identification
YMCA	Young Men's Christen Association

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CHALLENGES AND PRACTICES OF TEACHING BASKETBALL IN SOME SELECTED PREPARATORY SCHOOLS IN BALE ZONE OROMIA REGIONAL STATE

ABSTRACT

Physical education in the school is an important and vital avenue for young people to learn and develop life skill and social and emotional development and Basketball can contribute to the development of personal and social values that are very important in the educational process of the child and youngsters. This study was conducted with the objectives of Challenges and Practices of Basketball teaching in some selected preparatory Schools in Bale zone Oromia regional state and to recommend the possible solutions accordingly and the study comprises 87 students, 3 PE teachers and 6 Principals. four basic questions were raised to achieve the objectives of the study. To answer those basic research questions, descriptive survey research method was employed and the school and the participant were selected by purposive and simple random sampling method. The study found the challenge related with PE teachers, Federation and related with the administrator. Those factors are lack of material and facilities, lack of qualified basketball coach, lack or absence of playground, lack of attention, very low level of communication among PE, lack of computation in the school, large class size and for further improvement of teaching effectiveness those challenges must avoid and suggested as potential solutions to the proper teaching of school Basketball. Therefore, based on the findings of the study, it is recommended to allow students to participate in Basketball activity with the help of PE teachers and Parents. PE and administration of the school should work hand to hand in order to solve the problems, the government should give equal emphasis to basketball sport like other sports and It is also recommended that the school facilities and materials should be fulfilled to enhance participation with Basketball in addition to the community help.

Key Words:-*Challenges, Practices, Basketball, Teaching*

1. INRODUCTION

This chapter presents the background of the study, statements of the problems, Scope of the Study, significance of the Study, objectives of the Study (General Objective and Specific Objective).

1.1. Background of the Study

Physical education in the school is an important and vital avenue for young people to learn and develop life skill and social and emotional development. Interscholastic sports are an integral part of the educational experience for high school students and increasingly, preparatory school students as well. The inclusion interscholastic sport in the educational curriculum has typically been justified on the basis of sport contributing to educational goals (Bucher,Charles,2002,25).

Now a day's sport has become a popular activity among the youngsters and adults in Ethiopia. Above all interest Basketball has been grown in the country over the years. Basketball is a game which played by two teams with five players each (Federation of International Basketball Association, 2010).

Unlike baseball, football, soccer, ice hockey and all the other major team sports, basketball cannot claim a history of evolutionary development that began back in ancient or medieval times. Basketball was literally created overnight, the result of an assignment posed by a physical education teacher in December 1891 at a Young Men's Christen Association (YMCA) training cover in spring field, Massachusetts. A Canadian student, James Naismith (1961-1939), rose to challenge of constructing an active indoor winter game that would prove attractive to young men. He typed up a rudimentary set of rules, has a janitor nail up peach baskets along the railing at each end of the spring field gym, and invited his colleagues to toss soccer ball into one of the two baskets. Basketball also went visible international in 1930s. At the hands of YMCA Enthusiasts, the game had been introduced all over the world shortly after its creation.(Griffiths, Sian,September 20,2010).

By 1930, fifty nations had adopted the sport. Despite the economic hardships, representatives from Asia and Africa as well as Europe convened in 1932 to form the International Federation of Amateur Basketball (FIBA). Chinese and Japanese students who had learned the game from YMCA missionaries before World War I introduced basketball at the University of Berlin in the mid-1930s. Nazi propagandists overlooked the game's YMCA origins and gave it their stamp of approval on the grounds that basketball required not only speed and stamina but also an aggressive spirit that allegedly characterized the true Germany. In Ethiopia also Basketball is one of the popular sports that played at various age, sex and categories level. This popular sport has a lot of social, economical and psychological significance in producing physically and mentally developed generation. Basketball can contribute to the development of personal and social values that are very important in the educational process of the child and youngsters. This includes commitment, perseverance, and personal responsibilities within the group, team work, respecting the rules, respecting others, and learning to compete (Maurizo and Jose 2000).

This, rapidly increasing popularity of basketball has created a high demand for further expansion and development. However in recent year unlike other sports such as athletics and football basketballs weaken from time to time. Different scholars mention various factors that can hinder the development of sports. According to Sahile availability of sport facilities and equipments, sport talent identification and developments has a tremendous effect on the development and popularity of a given sport. Like other ball games basketball was also introduced in Ethiopia the year 1946-47 by physical education teachers who came from Canada. After while, it was first played in the Teferi Mekonnen and Kokebe Tsebah secondary schools. But in 1950-51 basketball became most popular in most primary and secondary schools of Addis Ababa. Then the Addis Ababa Inter-school competition was held every year during that time (Grade 11 Text: 49). regarding the above ideas this study will be looking for the contribution of school for the development of basketball in Bale Zone. Sahile (2001).

1.2 Statement of the Problem

Basketball can contribute to the development of personal and social values that are very important in the educational process of the child and youngsters. To increase the number of

young people playing basketball in the school. This can best be achieved through the introduction of the sport at a young age. Children from primary level up to college levels benefit from regular sporting activities to enhance physical, mental and social development. As part of the schools competition framework, inter-school games are encouraged. Both “friendly” and competitive and this will help children to develop social skills alongside their sport talents. Competitive athlete according to some educators paves the way to new acquaintances, since the athletic appears to be more socially mobile and extroverted than the non-athletic. S/he has broadened interests, belongs to more organizations, and has many opportunities to meet students from other schools. A coach is a role model who can socially, morally, emotionally and technically influence the people s/he is coaching, especially the young. The role of a coaching is constantly to meet the need of the team or individuals. In light of this, the purpose of this study is to assess challenge and Practices of basketball development. And to identify the major achievement and constraints while putting interscholastic basketball competition. Therefore, the study has to attempt to answer the following questions. The study tries to investigate the following basic research questions.

1. What are the major factors that affect the teaching of Basketball in the study areas?
2. Are there qualities of teaching Basketball and Competition in the School?
3. Does the School Principals collaborate with PE teachers in the School?
4. Are there necessary and appropriate equipment’s, facilities and fields in sufficient amount?

1.3 Scope of the Study

The scope of the study was delimited to manageable size. The study lends itself to the examination of the current problem and challenges for the teaching of Basketball in Bale Zone preparatory schools. The problem is likely to exist in all school in Bale Zone. If this study were include all these school as it is population, its findings would be more complete and more dependable. But because of time constraints and inconvenience of conditions only, focuses in three woredas preparatory schools were considered which are located in Agarfa, Robe and Goba.

1.4 Significance of the Study

The main aim of this study is to analyze the challenges and practices of basketball Teaching in some selected preparatory schools in Bale Zone. According to the statement of the problem, there were some challenges with the Teaching of Basketball in Bale Zone preparatory schools and the study will be a ground work for other researchers to conduct further studies on the status of sport teams and its challenges in the region and in the country.

1.5 Objectives of the Study

1.5.1 General Objective

The main Objective of the study was to assess the challenges and practices of Basketball Teaching in some selected Preparatory Schools in Bale Zone.

1.5.2 Specific Objective

Specific objective of the research include: To identify the major challenges and practice on the contribution of student, teachers and administrator for the basketball teaching.

- ❖ To assess the major challenges and practices on the contribution to the teaching of Basketball.
- ❖ To explore the major challenges that affects the Teaching-learning process of Basketball and The availability of competition in School.
- ❖ To identify the limitation between School Principals and PE Teachers
- ❖ To examine availability of equipment and facilities that required for Basketball teaching.

2. REVIEW OF RELATED LITRATURE

This chapter presents the Historical Background of Physical Education, Physical Education in Comparison to Fitness and Competitive Sport, History of Basketball, What is Basketball, James Naismith original thirteen rules of basketball, FIBA History, Basketball in Africa, Basketball in Ethiopia, College basketball, High School Basketball, Sport and Games, Implications for Administrators and Stakeholders, The Factors Affecting Participation in Basketball, Challenge in Basketball Activity Classes, The High School Basketball Coach Challenges, Get Fit Challenge and Talent identification in basketball.

2.1. Historical Background of Physical Education

The history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in China, Egypt, Greece, and Rome adopted physical education as part of military training. As the more developed societies came to value the scholarly life, physical education lost favor. Many developed countries have had to strike a balance between physical and intellectual interests. The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the fore front in the era 700 to 600 BC with their quest for physical and intellectual perfection. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saw the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor. (Ibid).

According to Siedentop (2007), historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants." Siedentop asserts that "there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history". However, he states that the mostly widely

accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved, Siedentop (2007).

Physical education uses physical activity to enhance the development of the whole person since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience. The realm of physical education dimensions of the sport experience. The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sprat has been accompanied by an increased interest in its scholarly study. (Ibid) Basketball is played by two teams of five players each. The object of the game is to score more points than your opponent. The ball is passed, thrown, bounced, batted, or rolled from one player to another. A player in possession of the ball must maintain contact with the floor with one foot (pivot foot), unless the player is shooting, passing, or dribbling. Physical contact with an opponent can result in a foul if the contact impedes the desired movement of the player. FIBA (2010).

2.2. Physical Education in Comparison toss Fitness and Competitive Sport

Many Physical Education programs include a high number of competitive games and activities (Bernstein, Phillips, and Silverman, 2011). These competitive situations that students are placed in can be of benefit to some students and yet detrimental to others. Physical Education programs should be designed in a way that is less formal and not competitively orientated to ensure equity is shown to all students (Shields & Bredemeier, 1995).

Physical Education and sport are sometimes used as synonyms in the educational environment; this is known as The Substitution Model (Pope, 2011). Students that participate in performance and competition focused Physical Education classes are more likely to be subject to negative Physical Education experiences (Beltrán-Carrillo, 2012).

This is especially likely to happen to students who are less physically inclined. The Versus Model states that although Physical Education and sport are related, they cannot be substituted because Physical Education provides less-capable students with the opportunity to participate without the competitive component that sport provides. The Reinforcement Model and The Sequence Model are similar in that they both link Physical Education and sport together; but they are different in the way they emphasize sport or Physical Education. The former states that games and sport are a significant part of Physical Education when taught in an inclusive manner by the teacher; the latter states that Physical Education should provide the building blocks so that students can grow physically to succeed in sport. These models that have been mentioned demonstrate the variety of ways in which people view Physical Education. (Pope, 2011).

2.3. History of Basketball

It was in the year 1891 that Dr. James Naismith, a Canadian physical education student and instructor at YMCA Training School (now Springfield College) started looking for an energetic indoor game. The purpose of the game was to keep the students in shape, even during the winter months, when they were unable to indulge in any major outdoor physical activity. One day, an idea struck him and he pegged a peach basket on a 10-foot (3.05 m) elevated track. At the same time, he wrote some basic rules for the game and called it 'basketball'. Initially, the basket retained its bottom and the ball had to be retrieved after making a goal. However, with time, as some inconvenience was noted, a hole was made at the bottom of the basket. Till 1906, peach baskets continued to be used and finally, were replaced by metal hoops with backboards. Soon, some more changes were made to the hoop and ultimately, it evolved to the one we see today. The first official game of basketball was believed to be played on December 21, 1891. Naismith's gym class in Springfield, Massachusetts, played it. The equipment used to play the first game was a soccer ball, peach baskets, and nine players to each team. Since then, there have been major changes to the game. (James Naismith Biography", 2007).

The first competitive basketball leagues were all local leagues, usually within the larger east coast cities like New York, Philadelphia, and Boston. On some occasions' teams from other

regions would travel to play another team. Once such occasion took place on November 7, 1896. This was the first known professional basketball game was played in Trenton New Jersey between the Trenton YMCA and the Brooklyn YMCA. The game was played at the Trenton Masonic temple, and an admission fee was charged for admittance into the game. Each player got \$15 dollars except Fred Cooper who got \$16 dollars, and became the first highest paid player. Trenton defeated Brooklyn 15-1 to win the first ever professional basketball game (Halsey, William D. (1975).

Shortly after basketball was invented, colleges were quick to form teams and challenge nearby schools to games. Ivy League schools like Yale, Harvard, Cornell and Princeton formed some of the earliest college leagues. In 1937, a group of basketball writers in New York decided to stage a tournament and name a national collegiate basketball champion. The first National Invitation Tournament was held in Madison Square Garden in 1938. Temple became the first national champion. A group of coaches felt the national tournament should be more centralized. They started their own tournament in 1939. The Intercollegiate Athletic Association (NCAA) took over this tournament started by the coaches and it eventually grew into what we know today as March Madness—one of the major sporting events of the year in the United States (Bahr, Lauren S. (1995).

2.4. What is Basketball

Basketball (commonly nicknamed B-ball or hoops) is a team sport in which two teams of five players try to score points by throwing or "shooting" a ball through the top of a basketball hoop while following a set of rules. Basketball is one of the world's most popular and widely viewed sports. Basketball is a multifaceted and complex team game that combines cyclic and acyclic movement structures. The movement structures consist of movements with the ball and without it (FIBA, 2003).

Basketball is one of the most popular team sport extensively played and viewed all over the world. Through time, basketball has developed to involve common techniques of shooting, passing, dribbling, including player's positioning as well as offensive and defensive structures. Typically, the tallest members of a team will play "Centre", "small forward", or "power

forward" positions, while shorter players or those who possess the best ball handling skills and speed play "point guard" or "shooting guard". While competitive basketball is carefully regulated, numerous variations of basketball have developed for casual play. While competitive basketball is primarily an indoor sport, played on a basketball court, less regulated variations have become exceedingly popular as an outdoor sport among both inner city and rural groups. What does a basketball player needs? Apparently, it is the ability to rapidly switch between forward, backward, lateral and vertical movement. , In view of this, we can say a basketball player needs good fitness, flexibility, power, strength, agility, endurance and vertical jumping ability to achieve sporting targets. (Al Ameen J Med, 2009).

2.5. James Naismith original rules of basketball

The ball may be thrown in any direction with one or both hands., The ball may be batted in any direction with one or both hands, but never with the fist, A player cannot run with the ball. The player must throw it from the spot on which he catches it, allowance to be made for a man running at good speed, The ball must be held in or between the hands. The arms or body must not be used for holding it, No shouldering, holding, pushing, striking or tripping in any way of an opponent. The first infringement of this rule by any person shall count as a foul; the second shall disqualify him until the next goal is made or, if there was evident intent to injure the person, for the whole of the game. No substitution shall be allowed, A foul is striking at the ball with the fist, violations of Rules 3 and 4 and such as described in Rule 5, If either side make three consecutive fouls it shall count as a goal for the opponents (consecutive means without the opponents in the meantime making a foul), Goal shall be made when the ball is thrown or batted from the ground into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edge and the opponents move the basket, it shall count as a goal, When the ball goes out of bounds, it shall be thrown into the field and played by the first person touching it. In case of dispute the umpire shall throw it straight into the field. The thrower-in is allowed five seconds. If he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the umpire shall call a foul on them, The umpire shall be judge of the men and shall note the fouls and notify the referee when three consecutive fouls have been made. The referee shall be the judge of the ball and decide when it is in play in bounds, to which side it belongs, and shall keep the time. He shall decide

when a goal has been made and keep account of the goals with any other duties that are usually performed by a referee, The time shall be two 15-minute halves with five minutes' rest between, The side making the most goals in that time shall be declared the winners. (Dr. James Naismith ,1941).

2.6. FIBA History

The International Basketball Federation (French: Fédération Internationale de Basketball), more commonly known by the French acronym FIBA, is an association of national organizations which governs international competition in basketball. The association was founded in Geneva in 1932, two years after the sport was officially recognized by the IOC. Its original name was Federation Internationale de Basketball Amateur. Eight nations were founding members: Argentina, Czechoslovakia, Greece, Italy, Latvia, Portugal, Romania, and Switzerland. During the 1936 Summer Olympics held in Berlin, the Federation named James Naismith (1861-1939), the founder of basketball, as its Honorary President. FIBA has organized a FIBA World Championship for men since 1950 and a World Championship for Women since 1953. Both events are now held every four years, alternating with the Olympics. In 1989 FIBA opened the door to Olympic participation by professionals such as players from the NBA in the United States. At this point, the Fédération Internationale de Basketball Amateur became the Fédération Internationale de Basketball, but retained FIBA as an abbreviation. The Federation headquarters moved to Munich in 1956, then returned to Geneva in 2002 (FIBA Assist Magazine Vol. 02, 2003).

2.7. Basketball in Africa

Since June 11, 1961, FIBA Africa has been promoting basketball and implementing capability building programs throughout Africa. FIBA Africa's capability programs include training for coaches, referees, and administrative people. Currently, there are 53 national federations affiliated to FIBA Africa. Among these federations, Egypt; Morocco; Ethiopia; Sudan; Togo; Northern Rhodesia; Sierra Leone; Ghana; Guinea; Libya; Mali and Upper Volta served as the founding member (<http://www.sportsknowhow.com>).

It is believed that, basketball was introduced in Africa by missionaries, possibly Americans. It was an interesting game for African's that the game was popular in a short period of time. In 1936 an Egyptian team took part in the Olympic Games in Berlin. In 1949 the first international basketball competition in Africa was held in Egypt (Cairo) and an Egyptian team was champion until recently, however, basketball was largely played in Ethiopia, Tunisia, Egypt, Morocco, and Algeria. The African Association of basketball Federation was organized at a meeting in Cairo which took place from June 11-14, 1961. During this historical meeting, representatives were presented from the National Basketball Federation of Ethiopia, Ghana, Guinea, Libya, and Egypt. (<http://www.fiba.com>).

2.8. Basketball in Ethiopia

Basketball was first introduced in Ethiopia in the year 1946-47 (1939 E.C). it was first played in the Teferi Mekonnen (Entoto Comprehensive) and Hailesilasse (Kokebe Tsebah) secondary schools. It was introduced by physical education teachers who came from Canada. Beginning from 1950-51, basketball became popular in most primary and secondary school of Addis Ababa. To this effect, Addis Ababa Inter-school Association included basketball in the inter-school competition which was held every year during that time. Later on physical education instructors of Addis Ababa University College and other colleges, coupled with members of Juventus club organized the competition programs of basketball in Addis Ababa. These programs were conducted in ancient cinema hall which was found in the present day Science Faculty of Addis Ababa University. This greatly contributed for an increased popularity of the game as well as number of participant teams. As a result, the Aratkilllo Y.M.C.A (now Aratkilllo sport training center) Organized a team and registered as an additional team members. While the competition programs were expanded, the above motioned cinema hall was destroyed for some other purpose. Hence, the competition place was transferred to Etege Hotel compound (Now Awraris Hotel) where the present day National Lottery building exists. The basketball court which was made in this hotel was made of red ash and it had light even to serve at night. The Addis Ababa Basketball Federation was established in the year 1950-51 (1943 E.C). Beginning from this year, the federation has been organizing the annual basketball competition in Addis Ababa. Following the then Arat Killo Y.M.C.A. and Olympics club (which was found at Bole road), prepared a basketball court for each of them. As a result of

this, the competition place was transferred from Etege Hotel to these two places. And all the competition programs were conducted in these two courts inter changeably. The Ethiopian Basketball Federation was established in the year 1953-54 (1946 E.C), since having five Federations is compulsory for a country to be a member of International Olympic committee (IOC) as participant member of the modern Olympic games. Consequently, Ethiopia became a member of International Olympic committee and participated in the modern Olympic games for the first time at Melbourne Olympiad in the year 1956 (1948 E.C). (IOC, 1986).

Being established as a Federation, the Ethiopian Basketball Federation becomes a member of the Federation of International Basketball Association (FIBA). To this effect, Ethiopian participated in the first African Basketball competition in the year 1962 (1954 E.C). This was the first time for Ethiopia to participate in International Basketball Competition. Being a participant in the first African basketball competition, Ethiopia became one of the founding members of African Basketball confederation. The Ethiopian basketball team who participated in the first African basketball competition brought unsatisfactory result. Following this, it is believed that the attitude of Ethiopians towards basketball declines. In the year 1975-76(1968 E.C.) the Ethiopian sports commission was newly reorganized. Along with this, the Ethiopian basketball federation has been exerting persistent effort to make basketball more popular and favourite game for Ethiopians. (Michael and Kelkay, 2001).

2.9. College basketball

Basketball's early adherents were dispatched to YMCAs throughout the United States, and it quickly spread through the USA and Canada. By 1895, it was well established at several women's high schools. While the YMCA was responsible for initially developing and spreading the game, within a decade it discouraged the new sport, as rough play and rowdy crowds began to detract from the YMCA's primary mission. However, other amateur sports clubs, colleges, and professional clubs quickly filled the void. In the years before World War I, the Amateur Athletic Union and the Intercollegiate Athletic Association of the United States (forerunner of the NCAA) vied for control over the rules for the game. The first pro league, the National Basketball League, was formed in 1898 to protect players from exploitation and to promote a less rough game. This league only lasted five years. Naismith (2011).

Dr. James Naismith was instrumental in establishing college basketball. His colleague C.O. Beams fielded the first college basketball team just a year after the Springfield YMCA game at the suburban Pittsburgh Geneva College. Naismith himself later coached at the University of Kansas for six years, before handing the reins to renowned coach Forrest "Phog" Allen. Naismith's disciple Amos Alonzo Stagg brought basketball to the University of Chicago, while Adolph Rupp, a student of Naismith's at Kansas, enjoyed great success as coach at the University of Kentucky. On February 9, 1895, the first intercollegiate 5-on-5 game was played at Hamline University between Hamline and the School of Agriculture, which was affiliated with the University of Minnesota. The School of Agriculture won in a 9–3 game. In 1901, colleges, including the University of Chicago, Columbia University, Dartmouth College, the University of Minnesota, the U.S. Naval Academy, the University of Colorado and Yale University began sponsoring men's games. In 1905, frequent injuries on the football field prompted President Theodore Roosevelt to suggest that colleges form a governing body, resulting in the creation of the Intercollegiate Athletic Association of the United States (IAAUS). In 1910, that body would change its name to the National Collegiate Athletic Association (NCAA). The first Canadian interuniversity basketball game was played at the YMCA in Kingston, Ontario on February 6, 1904, when McGill University visited Queen's University. Sain (2010).

The first men's national championship tournament, the National Association of Intercollegiate Basketball tournament, which still exists as the National Association of Intercollegiate Athletics (NAIA) tournament, was organized in 1937. The first national championship for NCAA teams, the National Invitation Tournament (NIT) in New York, was organized in 1938; the NCAA national tournament would begin one year later. College basketball was rocked by gambling scandals from 1948 to 1951, when dozens of players from top teams were implicated in match fixing and point shaving. Partially spurred by an association with cheating, the NIT lost support to the NCAA tournament.

2.10. High School Basketball

Before widespread school district consolidation, most American high schools were far smaller than their present-day counterparts. During the first decades of the 20th century, basketball

quickly became the ideal interscholastic sport due to its modest equipment and personnel requirements. Today virtually every high school in the United States fields a basketball team in varsity competition. Basketball's popularity remains high, both in rural areas where they carry the identification of the entire community, as well as at some larger schools known for their basketball teams where many players go on to participate at higher levels of competition after graduation. In the 2003–04 season, 1,002,797 boys and girls represented their schools in interscholastic basketball competition, according to the National Federation of State High School Associations. The states of Illinois, Indiana and Kentucky are particularly well known for their residents' devotion to high school basketball, commonly called Hoosier Hysteria in Indiana; the critically acclaimed film *Hoosiers* shows high school basketball's depth of meaning to these communities. The place of sport in education has been largely determined by society rather than by educators. Whether or not a sport is popular in schools and colleges depends to a great extent upon the amount of public interest, spectators and news paper space it generates. This phenomenon has determined, in large measure what the „major“ and „minor“ sports are today: basketball, tracks and field, football and baseball have rated higher with the American public than other activities (Bucher, Charles 1972:532).

In China school sport provision is quite different. Future athletes are cultivated in the nation's secondary sports schools and schools of sport and physical culture. These are part of mainstream education and an attendance is reserved for gifted performer. Students may be sent to national team squads from the age of fifteen and those going on to the sport and physical culture schools who are not sent to provincial or national squads are trained as teachers of physical education.

Australia School Sport Council (ASSC) based in Canberra. It is staffed by representatives of the various state sport organizations and decides policies, structures, age-group rules, etc. Which apply to national school sporting activities. The representatives are less likely to be teachers and will probably be employed full time in this capacity within their own state. ASSC also has a remit to work closely with the active Australia program. Each state has a department of school sport and its officials administer school sport in each state. School sporting associations (primary and secondary) are run by teachers, who work closely with state officials school are normally affiliated to the appropriate senior body for a particular

sport. There is usually close association with federally run and funded programs such as active Australia which have their grass-roots bases in both local community groups and schools. Some school sports associations are merged in that primary and secondary sections join together. Where such a situation help them to function in remote areas. (Frank Galligan, 1999:257).

The most successful aspect of school sport in Kenya so far has been the national school athletics championships, which were initiated in 1967 and have continued since then Kenyas athletes are known around the world and most are a product of the close relationship between school and senior athletics administrations. Soccer and basketball are also well established as is girls' netball. However athletes with its long term financial assistance from Coca-Cola, is able to fund schools activities in a way that has not yet possible in other cases (Galligan, 1999 :254).

2.10.1. Interscholastic Sports

The inclusion of interscholastic sports in the educational curriculum has typically been justified on the basis of sport contributing to educational goals. Proponents of interscholastic athletics cite its valuable contributions to the educational mission of the school. Participation in interscholastic sports can benefit students in several ways. It can help students develop a high level of physical fitness and attain a high degree of proficiency in selected sport skill and knowledge of various aspect of the game. Other frequently cited benefits of participation include the development of sportsmanship, cooperation, leadership and loyalty. School sport can provide opportunities for personal growth pave the way for the development of friendship, develop decision making and thinking skills teach self-discipline and commitment, enhance one's self-esteem and personal status and promote the acceptance of others regardless of race or ethnic origins. Moreover, academic achievement is linked to a number of factors, including academic goals, personal achievement values, and motivation. It is also difficult to isolate the influence of sport participation from other factors know to influence academic achievement such as family background economic status support. Interscholastic sport can also heighten school spirit and engender parental support. In many locates across the country interscholastic athletics provide a focal point for the community. It appears that interscholastic program do

not use a disproportionate share of budgetary resources when they are maintained in a proper perspective. Whether or not interscholastic sport program help participants attain desirable educational goals as well as provide a positive experience for those students involved depends a great deal on the manner in which the program is conducted. These desired outcomes do not accurate automatically as a result of participation in the program. They can however, be realized when school administrators and coaches make a concerted and thoughtful effort to structure sport program to provide experience that will lead to the attainment of educational goals and fulfillment of student's needs (Wuest Bucher, 1999:540).

School officials encouraged such extracurricular activities for two essential reasons: To upgrade the physical fitness of country youth large number of high school student were found to be poorly continued when Educator believed that sports provided a medium through which positive traits could be cultivated On the other hand, they have been criticized for being unnecessarily disruptive and misdirected Coakley summarized the traditional arguments for and against interscholastic sport programs. The pro arguments include the following:- Participation in sports and in other extracurricular activities increases student's interest in school in general and scholastic affairs in particular, Sport prepares participants via anticipatory socialization to fill important positions, Sport stimulates interest in kinetic activities among the student body, Sport generates school sprit de crops and cohesiveness which marks the school viable and meaningful social organization, Sport evokes school support from teachers, administrators, parents, alumni and the community. The con argument includes the following:- Sport distracts attention from academic pursuit, Sport focuses athletes on values that may no longer be functional in society, Sport relegates most students to a spectator rather than a participant role, Sport creates on anti-intellectual spirit among students that is contrary to the manifest educational mission of the school, Sport deprives academic programs of resources facilities personnel, and community awareness and support. While both sides of the argument lack extensive empirical support, the proposition tends to hold way over the can, certainly in terms of public sentiment. Because high school athletic programs are promoted or criticized on the basis their consequences, the following discussion considers research regarding the consequences of interscholastic sport programs for the participants (Leonard, Wilbert Marcellus 1998:312).

Recreational sports programs in the high school recreational sport programs represent a very important component of the total educational process. They contribute to important qualities such as healthy fitness feelings self-worth, skill and social development. In addition, these programs provide an opportunity for all students to participate and interact on a voluntary basis activity should be selected that reflect and extend the basic physical education instructional program as well as student interest and needs. Interscholastic, intercollegiate sport program represent an integral part of the total spectrum of human movement experience. Competitive sport program is usually designed for those individual most talented in sport specific Endeavour's. The competitive spirit is not only a local phenomenon but is national as well as international in scope and dimension. Unfortunately, this competitive enthusiasm occasionally erupts in dysfunctional, dangerous, and sometimes delay behavior by participant's parent's spectators and associated crowds. The challenge of providing sound educational program in competitive or varsity interscholastic and intercollegiate sports is one that all physical education professional recognized. The challenged can be met and resolved if physical educators and other professionals bring to the attention of administrators the community and the of respective schools. (Charles 2002:142).

2.10.2. Extramural Sports

For many schools recreational sports programs are considered an extension of the physical education program. Recreational sports make up that phase of an activities program in a school, college that is geared to the abilities and skills of the organization. Recreational sports offer intramural activities within a single school or institution as well as extramural activities such as play days festival sport days, extravaganzas that bring together participants from several institutions. Each club within a sport club program is usually devoted to one activity, such as basketball, volleyball handball and it encourages students and other individuals to participate at all level of skill. Sport clubs may be managed by members of the organization, such as students in schools and colleges or by the central management of the organization. Members Advisors or Community volunteers usually provide instruction and coaching. Recreational sports activities allow every individual to develop and display his or her skill in various physical activities settings. Most individual enjoy activities in which they developed skill. Recreational sport help participants develop proficiency in both individualized and group

activities in which each person is grouped according to skill that providing for equality of programming or competition, which help guarantee greater success and enjoyment. Opportunities for psychological development are numerous in recreational sports activates. Though many social contacts, co-educational experiences, and playing on and against other teams desirable qualities are developed. Individuals learn to subordinate their desires to the will of the group; they also learn fair play, courage, cooperation group loyalty, social poise discipline other desirable traits. These experiences offer training for lifelong learning, citizenship, and human relations (Bucher Charles, 2002:109).

2.11. Sport and Games

Games and sports are played for recreation, to develop strength, stamina, vigour or to compete. Games and Sport are of two types- indoor and outdoor. Games that are played in a room are called indoor games and those that are played outside, sometimes on special grounds, are called outdoor games. (sachdeva, 2001).

2.11.1. Sport Clubs

The main sponsors of sport are clubs. All sport clubs are non-profit organizations, but they are very different with regard to their size, their philosophies, and their values and cultures. Small clubs that have only one sport exist beside huge sport associations with several who have not only numerous sports in their clubs, but also fitness rooms, pools, and restaurants. Around 35 percent of the 90,000 sport clubs have fewer members, 34 percent have 101 to 300 members, and 31 percent have over 2,300 members. Up to 70 percent of the cost of clubs is financed by membership fees and events or activities; the rest comes from sponsors and from the states or communities. (Morrow, 2003).

2.11.2. Facilities and Equipment for the Development of Sport

Sport equipment and facilities, availability of sport facilities and equipment's has a tremendous effect on the development and popularity of a given sport. If the facilities and equipments are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national or international level.

Administrators and club officials must provide facilities and equipment's for their clubs or teams. (David Levinson and Karent Christensen, 2005).

Worldwide Development Systems

While the United States maintains a helter-skelter development system with no unifying organization, other countries develop players through academies, clubs and national team programs. Players start in a youth academy and move to a junior team affiliated with a professional club. The youth division's primary purpose is to develop professional and international players, not win at the youth level. The club guides development to ensure a constant talent influx to the professional team. Players develop within one club from youth to the adult level, whether as a professional or a second division player. The club's development process builds to a peak in the player's early 20's. National programs use the youth academies and club programs to identify talented players. They organize camps and training for the best players. Winning, not development is valued, often sacrificing an athlete's development to win (<http://thecrossovermovement.wordpress.com>).

2.11.3. Infrastructure for Sport Development

Yusuf Dauda, (2010) proposed that; Africa should work with handball federations in their respective countries in training of coaches and helping them on how to identify potential talents from the grassroots level. This also means handball federations should reach coaches in different areas and/or parts of the continent give them basic education. The development of the game should also go hand in hand with the availability of infrastructure to achieve continuous development. Training conditions will have a big influence in the development of the players. Therefore, African governments should embark on an infrastructure development exercise and at the same time have regular competed. Sadly most handball federations in different Africa are handicapped 30 by a lack of financial and state support. To alleviate this problem handball federations should be equipped with permanent staff in order to be better able to carry out the activities in the development of this sport. Qualified administrators, coaches and referees are needed such that this development can be realized within the shortest possible time. Africa also improve the standard of handball like any other sporting code in the continent, lack of

sponsorship is killing handball. Without proper funding, the game of Basketball cannot develop to its full potential. Stem and Federhofs (1982) stated that; the development of the game should go hand in hand with the availability of infrastructure to achieve continuous development training conditions will have a big influence in the developing the players. Some of the major problems for the development of sport activities are the following:- Lack of finance and manpower, Lack of proper facilities and equipment, Shortage of well-trained coaches both in number and quality, Lack of academic research in sport development. (Yusuf Dauda, 2010).

2.12. Teaching Basic Basketball Skills

In considering what to teach the following breakdown of basic skill is appropriate to all players.

Offensive Basic Skills

Passing: initially it is important to learn how to pass from firm and balanced base with a good view of the target.

Dribbling: dribbling is essential to ball familiarity and is best done at the beginning coach should be encouraged to use split vision and feel the ball rather than slap. It keeping a loose wrist and pushing the ball to the ground.

Shooting: is the really essential skill and one which requires a great deal of practice. Good shooters, even young ones, are now expected to score on average in excess of forty per cent.

Rebounding offensively: physical qualities are important in rebounding and jumping practices such as continuous ball tapping are effective.

Shooting is of course the most important of all offensive skills because the object of the game is to offensive skills because more times than the opposition. But as all shootings apart from free throws. It is important to learn about shooting in the context of passing, receiving and dribbling skills. The interdependence of basic skills is particularly important in the early stages of the game. A good player will know before passing where the basket is located and how the defense is arranged so a stable and upright position with good visibility is consistent with all good ball handling.

2.12.1. Sport Administration

Sport administration are involved in managing and promoting sport clubs, fitness centers and sport facilities working with young people for opportunities for sport activities. Sahlemichael, (2013) stated that Administration begins when more than one person is involved in accomplishing tasks. As the task becomes more complex and the number of individuals involved increases, the responsibilities, duties, and problems also multiply. Whether you aspire to be an administrator, are already in an administration position, or desire to understand administrative process and activities to improve communications and relationships. Sport administrators exist to support the athlete and coaches to develop the sport. Administration now is totally different from what it way years ago. It has been developed and became a representative of a complete collection of scientific development. So, the administration body of sport teams needs a continuous administration development in order to face the obstacles that stand against performing the requested competencies (World Journal of Sport science (2010)).

2.12.2. Sport Training

Sport training principles systematically improved for increasing of players' performance by additional general and specific theoretical discussion, medically, physiologically, psychological measurement as part of an optimum training program with specific defender and attacker phases of analyzing based on technical and tactical application. Many teachers and coaches find that they are forced to introduce the game of Basketball with in a limited period of time, and as a result they are faced with the problem of achieving optimum development as efficiently as possible. The problem comes up in academic instructions at all level when only a limited number of class periods activities. Each teacher has to decide whether to spend the class, time practicing basic skills or the game itself. (Ibid)

2.13. The Factors Affecting Participation in Basketball

Lack of time, no club to play with, not many friends or scared to socialize, no energy, no motivation or real drive, just no desire to do a sport, family or friends do not want you to, fear of humiliation, no confidence or self-belief, don't want to learn a new or current skill, other

commitments, may have a condition affecting you or your mind set. (Kennedy and Hills, (2009)).

2.13.1. Factors Affecting Performance

As well as all of the factors we have already reviewed, such as drugs, diet, age, somatotype and personality, other factors can affect performance such as physical factors, psychological, or external factors. Physical Factors: These are medical and illness related factors: Colds and flu - cause a shortness of breath and feelings of fatigue, Asthma - affects breathing if not properly controlled, Anemia - usually due to a lack of iron which is important in oxygen carrying due to hemoglobin within the red blood cells, Hay fever - causes your nose to run and makes you sneeze and cough, affecting your breathing Fatigue - not having enough rest or overdoing things can cause you to feel permanently tired, Lack of sleep - not enough sleep means you can't concentrate properly and feel weak and tired, Menstruation - women perform better at different stages of their menstrual cycle, Physical ability - your training, fitness and skill levels will all impact on your performance. Psychological Factors: These are factors related to the way you are thinking and your state of mind: Mental preparation relaxation techniques and imagery can help prepare the athlete for competition, Mental ability your ability to concentrate and make good decisions, Experience a more experienced competitor will know how to prepare themselves mentally

2.13.2. Management Personnel Involved In Sport Programs

Key management personnel involved in sports programs include the director of Athletics, the coach the athletic trainer and member of sport council. For the sake of this research however, only major sport management positions applicable for high school sport program will be presented. The Director of Athletics The director of athletics implements the athletics policies as established by the state, school boards, or institution. Responsibilities and duties of the athletic director include preparing the budget; purchasing equipment and supplies; media contact; making and promoting the program; fund raising scheduling; arranging for officials generally supervising the total conduct of the program. The athletic director should be professionally trained and possess a background in physical education and sport qualification

might include a major in physical education with additional preparation in sport management and business. Experiences as a player coach or manager should be also remain experiential requisites. Although the scope and division of duties and responsibilities might vary from school to university level from division III to Division I the human technical, conceptual and leadership skill remain constant athletic directors whose responsibilities might include hiring and scheduling of officials office staff, travel risk management. (Bucher Charles 2002).

The coach One of the most challenging management positions within the physical activity and sport continuum (PASC) is that of coaching. Many students who show exceptional skill in an interscholastic sport believe they would make good candidates for various coaching position. Outstanding athletes in high school their skill will carry over to the coaching arena. Many qualities such as a thorough knowledge of the sport coaching license and commitment fairness flexibility, integrity honesty and a sincere interest in working closely with youth and young men and women must provide the foundation of coaching success. The coach is a person to emulate. So that, coach should recognize this role modeling concept and strive to instill such values (Bucher Charles 2002:150).

2.14. Challenge in Basketball Activity Classes

students are regular in their attendances, they are competing for berths on the first team, and they are desirous of winning a letter. Too the thrills which come from interscholastic competition, from winning and seeing their names in the papers act as powerful motivating factors. These varsity players are athletically superior to the average of prestige among the members of the students body. Therefore, the normal high school students works hard to make the team: he/she makes many sacrifices, he/she keeps in condition, and he/she practices diligently on fundamentals. Even though he might dislike some of the assignment and drills prescribed by the coach, he follows performance of his tasks is a part of his/her obligation to the team. The physical education teachers who have charge of a basketball activity class finds himself in an entirely different situation. In the first place, the students in his class are required to take physical education and there are a few in the group who do not like basketball. Further more the teacher is not working with select groups the beings as a general rule a wide range in ability. The teacher soon discovers that most of these students are interested in basketball and they like to play the game but that is about they wish to do just play to them practice on

fundamental is simply a waste of time. Consequently, the teaching of skills, the learning of basketball techniques and the development of individual and team play are major problem for the teacher.(Herbert 1961).

2.15. The High School Basketball Coach Challenges

If a young man desires to be a coach, if he has a fancy for handling a group of players and in developing a basketball team, he must have incentive to be a coach. He should read about and study the game. Too many college men think that because they are good basketball players they can readily demonstrate techniques and coach a team many smart and experienced coaches study basketball literature year after year, for they realize that the learning process goes on all the time and they are forever trying to improve upon their methods and to add to their store of knowledge (Newsom Heber 1961:1).

The physical education instructor must member that, if he is the coach of a team, he is primarily a teacher. The coach is gentleman of culture and he can add dignity and distinct social value to both the school and the community. Here is the opportunity for you as a teacher to be a character builder, a molder of personalities. The high school coach of often a great influence and help in the lives of students, for the right type of man is emulated and highly respected by the players. There fore, you, the coach, by circumspect behavior, by sincere interest and enthusiasm, and through a helpful spirit can make yourself a powerful agent in the educational world. Coaching is a hard work but, if it is a pleasure for you, then stay with it:

Winning: Of course, you will teach the players to win, but you must teach them to play according to the rules of the game, of ethics, and of good sportsmanship. As a general rule the attitude and behavior of players toward the opponents, officials and spectators merely reflect the stand and conduct of the coach. It is entirely beneath the dignity of a coach in his attitude of righteous indignation to blow “his top” and make scese because of some miscue of the officials. Such an individual presents a rather pitiful exhibition of lack of self-control which department does not endear him to this player or to the public. If you can at all times conduct yourself with propriety and restraints your players will usually do likewise.

Sportsmanship and School Spirit: Although it is difficult for some youngsters and adults to understand this statement good sportsmanship is for more valuable than the mere winning of a game. Sportsmanship is rather significant in athletics, so it is the place of the coach to further the same. How can you, the coach, accomplish this? Be an example yourself demand sportsmanship, develop among students and players the right attitude toward officials, counsel and direct the cheer readers. Closely associated with sportsmanship is the problem of school spirit. The interest in athletics and the general spirit of the student body often indicate the types of athletic teams which represent a school. The purchase and care of equipment, scouting arrangement of the schedule, relations of the student managers to the coach, basketball trips, and public relations are some of the other problems to which the coach must be give due consideration.

The Sign-Up: Before the coach has his first meeting on the floor with his squad it is wise to hold a basketball sign-up a few days before the initial practice. Give the proposed date good publicity and urge all of those who are interested in trying out for the team or in signing up as managers to attend. The time of practice, the schedule, training rules, eligibility requirements, the medical examination, the seasons outlook, and kindred matters should be explained. Perhaps a few words from varsity players would be in order. Those present should have impressed upon them what is required of a good basketball player. The players' knowledge is more or less general in nature; they are, of course, familiar with many of the rules because of participation, experience, and observation.

Eligibility of players: In high school as well as in college you will frequent discover that several players will be lost to the team because of scholastic difficulties. Some students are primarily interested in athletics and they do not care the study, while others are not endowed with much "grey" matter, and these chaps have difficulty in mastering such subjects as mathematics, science and English. Encourage scholarship, Know the system of eligibility, that is in vogue in your school, Try to teach that ineligibility is disloyalty, Appoint teachers to help players in their difficulties, Interview teacher and strive to understand the teachers and the students problems, Seek the cooperation of the parents, Cut down the practice period of the player who is deficient in his scholastic work, See that the player has the proper advice and knowledge concerning the program of studies that he selects. Herbert (1961).

2.15.1 Coaching

Coaching is a form of development in which a person called a *coach* supports a learner or client in achieving a specific personal or professional goal. The learner is sometimes called a *coachee*. Occasionally, *coaching* may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development. Malina R.M and Cumming, S.p (2003).

2.15.2. Sports coaching

In sports, a coach is an individual that provides supervision and training to the sports team or individual players. Sports coaches are involved in administration, athletic training, competition coaching, and representation of the team and the players.(Horn,T.2002).

2.16. Get Fit Challenge

Get ready to learn the training skills of top athletes and boost their speed and endurance at the same time: The Triple Play Get Fit Challenge simulates some of the activities elite athletes use to train. The Challenge promotes fitness, gives participants the opportunity to learn new movements and skills and helps youth improve their speed, strength and agility while preparing them to play their favorite sports. There are two parts of the Get Fit Daily Challenge: the Challenge Course and Daily Sessions. Kick off the Get Fit Daily Challenge with the Challenge Course, where young people test their skill and fitness levels. Using the scores from the Challenge Course as benchmarks, young people then participate in Daily Sessions two to three times per week to improve their skills. Participants practice portions of the Challenge Course during the Daily Sessions for variety, motivation and to help them see the progress they are making. The program wraps up with another shot at the Challenge Course. Older participants fine-tune their movements and skills while they exercise their leadership and creativity. Younger participants learn new movements and have fun with the exercises.

2.17. Talent identification in basket ball

According to Bompa, (1994) talent identification (TI) is big business. From sports, through art, to education, researchers in all domains are attempting to find a way to identify the best in their field. However, finding the most effective, and most efficient TI method is a complex task, which despite its apparently recent 'rise' to prominence, has been a concern for quite a while. Bompa, (1999) stated that in the late 1960s and early 1970s many East European countries realised the weakness of the traditional TI programmers, and attempted to develop methods of identification which could be underpinned with scientific theory and evidence. The results were (apparently) astounding; for example, eighty percent of Bulgarian medalist's in the 1976 Olympic Games were the result of a thorough TI process. Similar results were demonstrated by Romanian and East German athletes in the 1972, 1976 and 1980 Olympics; successes again believed to be due to their scientific selection processes adopted in the late 1960s. The immediate purpose of identifying talent is to predict with a high degree of probability whether or not a young player will be able to successfully to complete the junior training program. The coach's' training effectiveness is' enhanced by training primarily those athletes with superior abilities, It increases competitiveness and the number, of athletes aiming at and reaching high performance Levels'. As a result, there is a stronger and more homogenous national team capable of better international performance, It increases an athlete's self- confidence, because his or her performance 'dynamics are known to be more 'dramatic than 'other athletes of the same age who did not go through the selection processes, It indirectly facilitates applying scientific training, because sport scientists who assisting talent identification can be motivated to 'continue to monitor athletes, training Bompa,T.O (1999).

2.17.1. Advantages of scientific methods of Talent Identification

It substantially reduces the time required to reach high! performance by selecting, individuals' who are gifted' in sport', It eliminates a high volume of work, energy, and talent on the part of the coach. The coach's' training effectiveness is' enhanced by training primarily those athletes with superior abilities, It increases competitiveness and the number, of athletes aiming at and reaching high performance Levels'. As a result, there is a stronger and more homogenous national team capable of better international 37 performance, It increases an athlete's self-

confidence, because his or her performance 'dynamics are known to be more 'dramatic than 'other athletes of the same age who did not go through the selection processes, It indirectly facilitates applying scientific training, because sport scientists who assisting talent identification can be motivated to 'continue to monitor athletes, training (Bompa, 1999).

3. MATERIALS AND METHODS

This chapter presents the Description of the study, source of data, Research Design, sample size and Sampling techniques, Methods and Data collection, protocol and Ethical consideration.

3.1 Description of the study Area

This study was conducted in selected woredas (Agarfa, Robe and Goba) of Bale Zone, in Oromia Regional state, Ethiopia. Bale Zone is located at $7^{\circ} 3' 30''$ – $7^{\circ} 10' 45''$ north latitude and $34^{\circ} 57' 38''$ – $40^{\circ} 2' 28''$ East longitude at about 430 km from the capital city, Addis Ababa. Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,402,492, an increase of 15.16% over the 1994 census, of whom 713,517 are men and 688,975 women; with an area of 43,690.56 square kilometers, Bale has a population density of 32.10. While 166,758 or 26.20% are urban inhabitants, a further 44,610 or 3.18% are pastoralists.

Robe town is located in Oromia National Regional State, in Bale Zone, Robe Woreda, at a distance of 430 km from Addis Ababa. Its astronomical location is $7^{\circ} 3' 30''$ - $7^{\circ} 10' 45''$ North Latitude, and $34^{\circ} 57' 38''$ - $40^{\circ} 2' 38''$ East Longitude.

Robe town was founded in 1930. Robe is one of the reform towns in the region and has a town administration, municipality and three kebelles. Currently the town is categorized in 2B.

Agarfa is one of the woredas in the Oromia Region of Ethiopia, named for its administrative center, Agarfa. Located in the northwestern corner of the Bale Zone, Agarfa is bordered on the south by Sinanana Dinsho, on the west by Mirab Arsi Zone, on the north by the Shabelle River which separates it from the Arsi Zone, and on the east by Gaserana Gololcha. Other towns in Agarfa include Ali.

Goba is a town and separate woreda in south-central Ethiopia. Located in the Bale Zone of the Oromia Region approximately 446 km southeast of Addis Ababa, this city has a latitude and longitude of $7^{\circ}0'N$ $39^{\circ}59'E$ and an elevation of 2,743 meters above sea level.

The town is known for its Wednesday market and for honey, basketry and cotton shawl making; Bale National Park is 10 km to the southwest. A few kilometers outside of Goba are the remains of an old rock church.^[1] Goba shares Robe Airport (ICAO code HAGB, IATA GOB) with neighbouring Robe. CSA (2005).

The map of the study site is indicated on page 68

3.2 Source of data

In the study too, the following techniques have been applied: questionnaire, interview and observation. Besides in order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

3.3. Research Design

Descriptive Survey study was used to collect information and opinions from a large number of respondents. Because, this design enables to involve a range of participants with different backgrounds and ages from the overall population. Both qualitative and quantitative data was used to get insight about the situation in the study area regarding status of Basketball and the development factors.

3.4. Sample size and Sampling techniques

In this study three Woredas preparatory schools were selected by purposive simpling techniques out of 21 Woredas. These Woredas were:- Goba, Robe and Agarfa and The school were:- Batu Terara preparatory school from Goba Woreda, Robe preparatory school from Robe Woreda and Agarfa preparatory and Secondary school from Agarfa Woreda.

The total population of the study is 2200, from this 1200 are Goba population, 800 are Robe population and 200 are Agarfa population students, PE teachers and pricipals. Were selected as a simple random method only preparatory level.

Slovin's sample size determination formula was used to determine the sample size from the total population.

$$n=N/(1+Ne^2)$$

$$n = \frac{2200}{1 + 2200 \times (0.1)^2}$$

$$n = 96$$

The study used a significance level of 10%. This means the test value were considered significant if a p-value smaller than 0.1 was determined. For this study a p-value lesser than 0.1 was considered to be of significance.

From the above three Woredas (Goba, Robe and Agarfa), proportionate sample size were taken. The reason for using proportionate sample is to give equal chance for all woredas respondents. To determine sample size from each woreda, the sample size determination formula is:-

$$nh = \frac{nN_h}{N}$$

Where: nh = sample size from each woreda

= Nh Total population in each woreda

= N Total population of the sum of woredas for study and

n = Total sample size from the study population. Based on this formula sample size from each woreda is:-

$$\begin{aligned} n_1 &= n \times N_h \div N \\ &= 96 \times 1200 \div 2200 \end{aligned}$$

$n_1 = 52$ Where n_1 is sample size to be taken from goba Preparatory School.

$$\begin{aligned} n_2 &= n \times N_h \div N \\ &= 96 \times 800 \div 2200 \end{aligned}$$

= 35 Where n_2 is sample size to be taken from Robe Preparatory school.

$$\begin{aligned} n_3 &= n \times N_h \div N \\ &= 96 \times 200 \div 220 \end{aligned}$$

= 9 Where n_3 is sample size to be taken from Agarfa Preparatory and Secondary school.

3.5. Method and Data Collection

Questionnaire, interview and document were used as instrument for collecting data.

3.5.1. Questionnaire

Questionnaires were delivered to students to examine the overall practices of basketball teaching from their point of perspectives. In order to get the necessary data, questionnaires was constructed based on the review literature. The item of the questionnaire was both open and closed formats. It is less expensive, often gather anonymity of respondents and appropriate for collecting factual information (Kumar, 1999).

3.5.2 Interview

Interview with open-ended questions were delivered to the PE teacher, Students and School Principals to identify their opinions, views and low practices regarding interscholastic basketball teaching to promote it is contribution and sharing their experience.

3.5.3. Observation

The purpose of classroom and field observation in Basketball activities was to obtain and acquire information on how do teachers of Basketball implement and transmit knowledge and practical skills to their students in general and to support Basketball. Getting information whether teachers understand student's self-confidence or not participating and performing the skills of Basketball activities. The data collected from the observation consists of detailed descriptions on student's activities, actions and the full range of interpersonal interactions that are part of the observation. Students were observed to get the full information during the teaching and learning process in the class Basketball field. Narrative method of writing was used for classroom and field observation.

3.6. Method and data analysis

The researcher tries to find out the alternative solution for this problem and the implementation. The closed ended and open ended questionnaire employed for both teachers

and students are percentage in table and each table contains the item, the number and percent of respondents for each question. The data collected through questionnaire, interview and observation analyzed and interpreted.

3.7. Protocol and Ethical Consideration

The main purpose of this study was to identifying the Challenges and practices for development of basketball in Bale Zone schools. This questionnaire was filled by individuals who were concerned. This study deal with the ethical issues related to the investigation. It can make guarantees and confidentiality of the information that was given to the study and risk of harm due to participation. Therefore, the study was conduct all actions based on the University rules, code of conduct and policies concerning to research ethics. The protocol was approved by the University guide lines and written consent was given and inform the concerned bodies.

4. RESULTS AND DISCUSSIONS

This part of the study deals with the analysis of the data gathered through the questionnaires, interviews, classroom and practical field observation from different sources followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study.

4.1. Background information of respondents

Table 1: Background information of Students, PE teachers and Principals by Sex, age and woredas

№	Variables	Characteristics category	Students		Teachers		principals		Total	
			№	%	№	%	№	%	№	%
1	Sex	Male	56	64%	2	67%	6	100%	64	67%
		Female	31	36%	1	33%	--	--	32	33%
2	Age	16-18	14		--		--		14	14%
		19-21	52		--		--		52	55%
		22-26	20		--		--		20	22%
		27-30	1		1		--		2	2%
		Above30	--		2		6		8	7%
3	Woreda	Agarfa	6		1		2		9	9%
		Robe	32		1		2		35	37%
		Goba	49		1		2		52	54%

As item one of table 1 all the students, 67% were males where as 33% of them were females from this, the researcher can infer that the number of males are greater than females. According to item 2 the age of 14-18 are 14%, 19-21 are 55%, 22-16 are 22%, 27-30 are 2% and the rest respondents are above 7%, so the majority of respondents are teenagers. Item 3 the respondents of Agarfa is 9%, Robe 37% and Goba are 54% so goba populations was greater than both woredas.

Table 2: Background information of PE teachers and Principals by Age and sex.

No.	Total Teachers & Principals			Age							
				20-30		31-40		41-50		Above 51	
	Sex	No	%	No	%	No	%	No	%	No	%
1	F	1	11%	-	-	1	33%				
2	M	8	89%	2	100%	2	67%	3	100%	1	100%
3	T	9	100%	2	100%	3	100%	3	100%	1	100%
	%	9	100%	2	22%	3	33%	3	33%	1	11%

As table 2, shows the age composition 22% of teachers' and Principals' are between 20-30 years, 33% of them are between 31-40 years, 33% of them are also between 41-50 and the remain 11% of the respondents are above 51% years.

Table 3: Background information of PE teachers and Principals by Educational Level and Marital Status.

No	Sex	Educational Level						Marital Status			
		Diploma	%	Degree	%	Masters	%	Marr ied	%	Single	%
1	F	-	-	1	33%	-	-	1	14%	-	-
2	M	-	-	2	67%	6	100%	6	86%	2	100%
3	T	-	-	3	100%	6	100%	7	100%	2	100%
G.Total		-	-	3	33%	6	67%	7	78%	2	22%

Regarding to qualification of the respondents 33% of them were first-degree holders and 67% of them were second-degree holder and there were no respondents with qualification above second degree and majority of the respondents 78% were married and the remaining numbers of respondents (22%) were unmarried.

Table 4: Background information of PE teachers and Principals by Occupation

No	Sex	Occupation					
		Teacher	%	Director	%	V/Director	%
1	F	1	33%	-	-	-	-
2	M	2	67%	3	100%	3	100%
3	T	3	100%	3	100%	3	100%
G.Total		3	33%	3	33%	3	33%

Table 5: Background information of students' respondent by their age, Sex and Grade.

Sex				Age						Grade			
M		F		17-19		20-22		>23		11th		12th	
No	%	No	%	No	%	No	%	No	%	No	%	No	%
56	64%	31	36%	22	25%	54	62%	11	13%	29	33%	58	67%

As indicated in above table, the majorities (64%) of respondents were males and (36%) of the respondents were females. This showed that, the good participation of females. Regarding to the ages of the respondents 25% were between 17-19, (62%) of respondents were also between 20-22 and Finally only (13%) of respondents were above 23 years. Thus, all students were above 17 years. Concerning the grade level of respondents, 33% of them were 11th grade and 12th grade Students of respondents. Therefore, the researcher believed that they can provide pertinent information that would be useful for the study since all of them were above 17 year old.

4.2 Discussion on delivered Questionnaire

The discussion on response of the questionnaire on close and open ended types of written questions guide prepared for school Principals, PE teachers and students of indicated Preparatory schools. The written questions try to raise questions and discussion ware assesses overall teaching learning process and mechanism of physical education during Basketball class. This process is important to find out challenges and Practices of Basketball development during teaching learning process in those sample Preparatory schools of Bale Zone. Based on presented questionnaires to Students, teachers and Principals, The researcher made an indication on each question responses. As it can be seen from the tables below, we have seen that the written close ended question analyzed and put on four major parts. Whereas the data obtained from open ended question, observation and interview presents as supplements in the text where needed.

4.2.1. Responses of Teachers and principals

This part consists of the responses given by teachers and school principals regarding with different major issues raised in school basketball Challenges and related issues. Henceforth, discussed challenges and practice of basketball development at school level particularly in Bale Zone of schools in relation with the capability of PE teachers to instruct basketball (teaching) coaching and supports from the school principals.

Table 6: Responds of Teachers and principals.

No	List of Questionnaire	Yes		NO	
		No	%	No	%
1	Is there Basketball computation in your schools among students /class?	3	33%	6	67%
2	Do you get sufficient materials and facilities for the teaching Basketball?	2	22%	7	78%
3	Is there a project working on youth basketball skills development program in your town?	1	11%	8	89%
4	Does your School club have supporter (sympathizer) association?	1	11%	8	89%
5	Does the federation help your School club?	-	-	9	100%

As it could be seen above table 33% of teachers and Principals respondents said that there is competition in the school between class. However, the majority of respondents 67% of respondents response were there is no competition in school at all. The reasons behind not to held inter-scholastic competition in there school. Besides teachers' lack of interest and the accessibility of sort materials like, un even concert or proper playing court, backboard, rim and balls. In general the current situation of government school late alone to play is not conducive to do basic fundamental skills. According to the second question, Do you get sufficient materials and facilities for the teaching Basketball? With this respect the teacher had observed that there are little or no materials for practical activities especially Field and Basketball in most school. The reasons why there is a great shortage of those materials are:

- ✚ There is a great shortage of money as described by the directors of the school.
- ✚ There is lack of suitable training fields or there is no playground is the reason.
- ✚ Lastly there is a bad condition that is not expected, this problem is school administrator and HPE teachers are careless for the subject condition and their responsibilities. Largely it can be concluded that the implementation of the Basketball effectiveness is challenged with many problems such as:
 - Shortage of materials (teaching aid)
 - Shortage of playground.

- In appropriateness of period and time allotment.
- Lack of interest etc.
- Large class size.

As the researcher personally observed playground of most sample school are not attractive and convenient to play or else the availability of ball.

Regarding youth project 89% of respondents of PE teachers and Principals acknowledge that there is no youth basketball project in their town and villages respectively while 11% of the respondents acknowledge that there is youth basketball project in their town. As to the responses gathered from open-ended questions asked about the impact of not-having basketball project around one's village, some of the respondents responded in such a way that there is a lack of project in their surroundings. This can affect acceptability of training. This makes it difficult for replacement of youth.

Regarding School club supporter the majority 89% of the respondents of PE teachers and Principals respectively replied that their school club have no supporters while, 11% of the respondents of PE teachers and Principals respectively replied that they have school club supporters. According to the responses gathered from open-ended questions, asked for the same question, the vast majority of the respondents responded that their school clubs have no supporter association. The absence of school club supporters affects the number or magnitude of people who are expected to be fans of the sport. Having no access for sponsorship may affect in such a way that the sport may not be considered entertaining among the community.

In addition, The teachers were asked about whether the federation renders help for their School clubs or not, all 100% of the respondents acknowledge that the federation does not render help for their school club. As for the responses gathered from the open ended question administrator of the federation about what the federation has so far done to help the clubs, they replied that yes the clubs are in problem also the federation is in problem and supported by governmental budget we would love if we can support them all but I do not think we can. Thus, this indicates that the federation has no enough budgets to support the school clubs.

As for the responses gathered from the interview made about the, what are your suggest, in order to upgrade activities of basketball games in your school?

- Standardized coaching system must be implemented
- Teachers have to coordinate intramural competition within the school

Table 7: Responds of Teachers and principals about below questions.

No	List of Questionnaire	Excellent		V. good		good		Poor		V. Poor	
		No	%	No	%	No	%	No	%	No	%
1	How do you describe your relationship with people working at post in the basketball federation?	-	-	-	-	-	-	6	67%	3	33%
2	How do you describe your relationship with Students in your School?	7	78%	2	22%	-	-	-	-	-	-
3	How do you describe your relationship with parents?	1	11%	8	89%	-	-	-	-	-	-
4	How do you describe your relationship with other club coaches?	-	-	1	11%	3	33%	5	66%	-	-

According to the above table, indicates teachers response on how do you describe your relationship with people working at post in the basketball federation? (67%) of the respondents has showed poor relation with Federation on and (33%) are also indicated V.poor. Based on the question as explained why more of them r/ship is poor, the reason in most school there is no good condition for teaching physical education especially Basketball , such as there is no appropriate playground, available material, shower, store house. Similarly, the researcher observed those conditions. and 78% of the PE Teachers and Principals responded as there are Excellent relationship with Students and 22% of them replied there is a V. good relationship. Therefore, according to the respondents there are no problem regarding to the interaction of PE Teachers and Principals with Students and Parents. Asking teachers and Principals to describe their relationship with other clubs coaches the following results were obtained: 11% of the respondents of teacher replied that “V. good”, where as 33% of the respondents of players replied that “good” and others 66% of respondents of teachers replied that “poor”.

On the question the teachers they wrote the students poor educational background of Basket ball course, not give attention in the course, not give equal perception in the other subject etc.

4.2.2. Responses of students

Table 8: Responds of students about below question.

No	List of Questionnaire	Yes		NO	
		No	%	No	%
1	Do you take part in practice in basketball in addition to regular basketball class?	12	14%	75	86%
2	Do think that the time allocated for practical class is enough to learn the skills?	8	9%	79	91%
3	Is the help that you gate from your teacher to acquire basketball skill is satisfactory?	35	40%	52	60%
4	Have you been participated in basketball activity when in high school?	15	17%	72	83%
5	Do you practice basketball game other than school	22	25%	65	75%
6	Have you been supported by your parents the fact that you were member of school basketball team.	16	18%	71	82%
7	Is there inter class basketball competition in your school	10	11%	77	89%
8	Is there any student that you know him/her now playing for any club	5	6%	82	94%
9	Is there a project working on youth basketball skills development program in your town?	25	29%	62	71%
10	Do you believe that basketball match referees have sufficient competence and skills?	29	33%	58	67%
11	Do you get sufficient materials, facilities and playground for the training?	22	25%	65	75%
12	Do basketball matches in your town have spectators?	66	76%	21	24%

According to the above table for question, Do you take part in practice in basketball in addition to regular basketball class? 86% of students are responded No and 14% of them are said yes. Additionally, information obtained from open ended question the reason why those students respond are lack of interest, Shortage of time and Lack of equipment. On the other hand, 9% of the student said that yes or there are enough periods per week for the subject and

91% are disagree and said no there is no enough periods or time allocated for practical class to learn the skills for the subject. Really it is very difficult, if not, impossible to achieve the educational objectives with such situation. In relation this point teachers were asked about their perception of the designed syllabus in terms of the period allotted. The researcher join with question to students that is about the PE curriculum effectiveness, the response of the students is, there is no curriculum in our school and regarding to health and physical education. Accordingly most of the teachers believe that the designed syllabus with its versatile method of teaching learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment. In addition it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for health & physical education. However, about Is the help that you gate from your teacher to acquire basketball skill is satisfactory? 40% of the student said yes and 60% of them said No. so the system of teaching Basketball is not satisfactory and This issue was also discussed in open ended questionnaire some of the response given by the respondents.

- If teachers are not that much motivated or coach, it is better to hire part- time coach
- Hiring a qualified coach is also another important issue
- Standardize coaching system must be implemented

But the reality what is expected from school basketball coach is stated below

As cited in Newsom (1961:1) indicated that the school coach is often a great influence and help in the lives of students for the right type of man is emulated and highly respected by the players. Therefore, you the coach, by circumspect behavior, by sincere interest and enthusiasm, and through a helpful spirit can make yourself a powerful agent in the educational worlds. Though coaching is hard work.

As revealed in the table above, the majority 75% of the respondents did not practice basketball game by their own initiation other than school competition during their spare time just to

improve their individual ability. On the contrary, a few 25% of the respondents are played basketball by their own initiation. This is the one that affect development of Basketball in Bale Zone. As the data in above table shown, most of the respondents 82% of not supported by their parents. On the contrary, the remaining respondents parents 18% willing to support their children to be member of school basketball team. Therefore, from this data it is possible to conclude that more percent of respondents parents personal out look towards member of school basketball team most part negative. There for from this data, it is possible to conclude that parents are not willing to be member of school basketball team. This issue also discussed in the open-ended questionnaire more respondents have been influenced by their parents premises that is because parents are believed that being a member school basketball team have negative impact on their academic achievement. One of suspecting of the parent not allows their child to be member of school basketball because basketball is not guarantee for future career. This issue also responded by the teacher, their response were the same as students. To some existent parent have reality if the coaches are reluctant.

As it could be seen above table 11% of students respondents said that there is interscholastic competition in there school. However, the majority of respondents 89% of respondent's response were there is no interscholastic competition at all. The reasons behind not to held inter-scholastic competition in there school. Besides teachers' lack of interest and the accessibility of sort materials like, un even concert or proper playing court, backboard, rim and balls. In general the current situation of government school late alone to play is not conducive to do basic fundamental skills or competition.

As shown in table above, the response of students assure that 6% students of have been played or continued as basketball player even after graduating from Preparatory school probably as college team or else by joining one of the club around dwelling area the remaining 94% of the respondents they do not have any knowledge or have no information whether continued or not.

Regarding youth project 71% of respondents of students acknowledge that there is no youth basketball project in their town and schools respectively while 29% of the respondents acknowledge that there is youth basketball project in their town as to the responses gathered from open-ended questions asked about the impact of not-having basketball project around

one's word, some of the students responded in such a way that there is a lack of project in their surroundings. This can affect acceptability of training. This makes it difficult for replacement of youth.

Regarding competence and skill of the referees 67% of the respondents of PE teachers and Principals respectively responded that Bale Zone basketball match referees have no sufficient competence and skill, while, 33% of the respondents of players and coaches respectively responds that Bale Zone basketball match referees have sufficient competence and skill. Thus, this indicates that insufficient competence and skill of match referees is also one of the problems that contribute to the decline of basketball sport in Bale Zone schools .

About do you get sufficient materials, facilities and playground for the training? Especially practical parts in the field? Shows that 25% of them answered yes and the rest 75% say no. Last but not least, is the availability of materials is the main challenges to hinder practical class. With this respect the teacher had observed that there are little or no materials for practical activities especially gymnastic and athletics and Basketball in most school. In this table showed, that material and facility was very less in Goba, Robe and Agarfa Preparatory school. Because of these factors students develop negative attitude towards Basketball Game. In general, the major problem of availability of materials and facilities in preparatory school is in adequate reference book, Basketball field, Basketball practical work materials, water facilities, clinic and changing clothe room. The interview with the teacher and school principals also a shortage of teaching materials affect students. Amare (1998:293) "also proves the one of the major problems of preparatory schools in the country is shortage of textbook, school pedagogical center, reference book, teacher's guide, libraries ... etc. In adequacy of instructional materials have an impact on the quality of education." To this end, Education and Training Policy (1994) guidelines, "inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided." And As for the responses gathered from the interview made about, is the availability of materials is the main challenges to hinder practical class? With this respect the teacher had observed that there are little or no materials for practical activities especially gymnastic and athletics and handball in most school. The reasons why there is a great shortage of those materials are:

- There is a great shortage of many as described by the directors of the school.
- There is lack of suitable training fields or there is no playground is the reason.
- Lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities.

Largely it can be concluded that the development of Basketball is challenged with many problems such as: Shortage of materials (teaching aid), Shortage of playground, Inappropriateness of period allotment, Absence of dressing room, Large class size, etc.

As for the responses gathered from the interview made about the will you take it, as a future career, at university? Respondents were not willing to proceed as future career because they didn't consider as a profession which earn money.

Table 9: Responds of Students.

No	List of Questionnaire	Very high		High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	My eagerness to attend the teacher while he teach as basketball technique is	16	18%	58	67%	7	8%	6	7%	-	-
2	How do you describe your relationship with Teachers and Principals in your School?	67	77%	15	17%	3	3%	2	2%	-	-

According to the above Table indicated that 18% of the students give very high attention & equally participated on Basketball class, 67% of them have high attention, On the other hand 8% give medium attention and 7% of them participated low for Eagerness to attend Basketball techniques Students of the Preparatory school responds, high, very high, medium, and low respond on the method of teaching that the teacher used to make the lesson attractive respectively and about How do you describe your relationship with Teachers in your School, 77% of respondent give very high, 17% of them V. high relation, 3% of Students respond medium and 2% of them are responded low relationship. In general the above table indicated that, all factors that written above made students to have negative attitudes towards participation in Basketball physical activity. Thus, this indicates that this is also one of the

potential barriers for the developments of basketball in Bale Zone Preparatory schools. Lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities, this condition can affect development of Basketball in Bale Zone Preparatory schools.

As for the responses gathered from the interview made with administrator about the relationship between the federation and the stakeholders, they replied that there is a weak relation and communication so that the problems are not still being solved. In addition the respondents said they have good relationship with school administrator

Table 10: Responds of Students about below questions.

	List of Questionnaire	Yes negatively				Difficult to decide	
		No.	%	No.	%	No.	%
1	Do you think that the number of students in your class affected your basketball skill acquisitions	18	21%	66	76%	3	3%

Above Table shows that the student response on Do you think that the number of students in your class affected your basketball skill acquisitions, indicate that 66% of the students say yes negatively, 76% are said yes positively and 3% are answer difficult to decide. In general, the above table indicated that, the number of students in the class can affect basketball skill. Because of lack of Basketball material and facilities.

As for the responses gathered from the interview made about the Is there inter-class basketball competition going on, in your school? In high school there is no activity because, the lesson is not in the curriculum where as in preparatory, even though it is in the curriculum the subject is not popular due to complex problems like material, teachers interest, towards coaching basketball game and play courts are also another problem. And As for the responses gathered from the interview made about the, what are your suggest, in order to upgrade activities of basketball games in your school?

- Standardized coaching system must be implemented

- Teachers have to coordinate intramural competition within the school
- Playing courts have to meet a reasonable standard, by consulting the school authorities.

The other thing is interview questionnaire on, how can you generally mention factors affecting the development of basketball in schools? There are lots of problems. Some of these are lack of courts, lack of sponsors, problems of outlook in the society and a fewer number of clubs; moreover, the sport has been left only to students from a well to do families to play. As the result they cannot give up considerable time working for the development of the sport and As for the responses gathered from the interview made, Accordingly most of the students believe that the designed syllabus with its versatile method of teaching learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment. In addition it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for health & physical education.

Table 11: Responds of Students about below questions.

No.	List of Questionnaire	For scoring good grade		To master the skill	
		No.	%	No.	%
1	For which part do gave attention during basketball class?	75	86%	12	14%

According to this table indicated that student's response on the rate of problem (factors) students for which part do gave attention during basketball class 86% of them responds for scoring good grade and 14% respondents said to master the skill. From this table, it could be analyzed that factors that written above were negatively affects the students towards

Development of Basketball. As for the responses gathered from the open ended questions the question asked about sufficiency of portion of media coverage, they replied that “not that much”. This is because the federation does not keep informing the media about the schedules of matches and the number of competition taking place is very low, in addition to this no computation is held around study area. Thus, this response clearly implies that the basketball sport does not have sufficient media coverage. So this is also one of the biggest problems that contribute for the decline of the development of basketball in the school of Bale Zone. According to Eileen Kennedy and Laura Hills, (2009) stated that “Sport, which will not follow the media’s wishes, will die gradually.” According to Nicholson, M (2007) it is generally recognized that modern sport can no longer do without the media and vice-verso. As for the responses gathered from the interview made about the What do you suggest for the development of your school basketball?

- ✚ Teachers, students, parents, and professional must come together and discuss the issue to bring about appropriate solutions
- ✚ Teachers should talk to school authorities.
- ✚ Empower teacher by giving short term course
- ✚ project must be formed in schools
- ✚ PE teachers have to be trained as basketball coach.
- ✚ Facilitate playing court

Discussion on classroom and field observation

The discussion on classroom and field observation focused on what we observed in classroom and field in the selected sample Preparatory school physical education classes. Based on the observation table, I have made an indication on each table indicated points.

As the observer seen facility of all sample school compound observation presented as follow. In the first place all school of teaching rooms’ facilities in each are observed as very good and as the observer observed it has no sufficient playground. the school’s library facilities we have observed that the facility of the library of all schools are insufficient or there is no PE books in the library. Accordingly when we see the conditions of the schools observation, we have learned that Robe and Goba school compound constructed as very good and attracted.

observations on teaching materials and when we see basic teaching aid of the schools ,we ranked Agarfa as sufficient, Robe as poor and Goba as very good. Method of teaching that the teacher used to make the lesson attractive and participative is good and Students' interest and motivation to participate actively in Basketball class is very good,

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study.

5.1. Summary

The focus of the study was to find out the challenges and practices of basketball teaching in Bale Zone with special emphasis on selected three preparatory schools and to suggest possible solutions. To this end, the study tries to answer the following basic questions.

1. What are the major factors that affect the teaching of Basketball in the study areas?
2. Are there qualities of teaching Basketball and Competition in the School?
3. Does the School Principals collaborate with PE teachers in the School?
4. Are there necessary and appropriate equipment's, facilities and fields in sufficient amount?

The study employed a descriptive survey method and it was conducted in three-government preparatory schools of Bale Zone. These samples were selected with simple random selection technique. The subject of the study was 87 preparatory schools students, 3 PE teachers and 6 Principals. The information was obtained from sample respondents through questionnaires, interview and observation. The data were analyzed using percentage and frequency. In addition, the information obtained through interview and observations were presented in complementing the data obtained by means of questionnaire. Based on the data analysis the following major findings were obtained.

- The intimation interest of PE teachers and personal outlook of parents and school principals to sport is to the most part is negative. Moreover, it was found out that there is not qualified basketball coach in the schools so far.
- There is shortage of ball and budget allocation for material expenditures and maintenance
- Teachers do not make any promotion to spread the game and even do not play the game as model.
- Parents only support their child in academic wise nothing else.

- School is the main sources of youth basketball players for the clubs: moreover, School is the place where most coaches and players start their carrier
- Lack of encouragement and understanding of administration employs towards students participation in Basketball activities and teaching.
- the federation does not render the necessary support and follow up to the clubs
- A few numbers of spectators in Bale Zone basketball clubs matches.
- A very lower level of Media coverage.
- Shortage or absences of basketball playground or court in Schools.
- A shortage of courts for training and competition
- A lesser number of youth basketball project in the School.
- A problem of competence and skills of Bale Zone basketball match referees.
- A weak relation and communication of the federation with stakeholders.
- The schools tend to give less attention to basketball as compared to the other sports.

To give certain comment, the researcher discussed with school principal and other concerned body in order to facilitated materials and facility in school.

5.2. Conclusions

Through questioner, interview and observation the researcher has come up with following major Conclusion

- ❖ The availability of equipment's and the process of implementing different facilities have been thoroughly assessed. Basketball suffered from lack of Playground, insufficient amount of ball, qualified coaches and proper teaching has also remained as a serious problem for long time.
- ❖ The PE teacher not gives attention for the course, not discusses issues student's life activities and environmental realities, and not start the Basketball lesson on time. Therefore, it may be concluded that: Students not interested for the subject, Students had little involvement in the class room and field activities, Less understanding of the subject.
- ❖ The contribution of the students, teachers and administrative for the development of basketball is so much limited, there is only a little effort to enhance maturity of the game
- ❖ The study also has gone through the main problems like social recognition, material, availability, skilled manpower; reluctant administration and implementing coaching are the main short coming on contribution for the development of basketball.
- ❖ Accordingly, it can be wrapped up by saying that, basketball has been ill in so much complicated problem and it is also a game that is not yet given room and attention unlike athletics and soccer
- ❖ The major challenges associate with the development are lack of adequate facilities and very low media coverage, less number of youth project, very few number of sponsors, very few number of spectators, absence of organized club supporters, absence of inter-school competition, the absence of regular skill development courses for teachers, insufficient remuneration for teachers and students, shortage of courts for training and competition, losing popularity, a few number of clubs, incapacity of competence and skills of match referees and amateurism in the federation. In this respect, participants indicated that the federation should work hand to hand with all stakeholders is completely necessary.

The majority of the students were not interested to learning Basketball; therefore, it is possible to conclude that: Lack of proper facilities, Poor educational background, Less participation in Basketball activities and competitions, Not give attention in the Subjects .

5.3. Recommendation

Based on the above findings of the study the following recommendations are forwarded:

- ❖ Bale Zone basketball federation has to share projects trainings among the woredas, schools, so as to share skills, resources and other facilities. To realize the objectives of the school basketball team and to maximize the player's performances, the teacher should be given greater autonomy in terms of practicing the challenge of basketball coaching as well.
- ❖ Even though teachers qualified in PE they need extra training as basketball coaches either before they graduate or in service.
- ❖ Schools must use their resources for the better and efficiently. This will definitely increase income generation, the social interaction and acceptance; on the other hand by doing such sport family gathering sort of promotion can be made to spread increase the creditability of basketball
- ❖ Hence, School is one of the main sources of youth players for the clubs so the federation should work in collaboration with schools so as to produce youth: moreover, it should organize regular inter-school competition to give chance for young talented players
- ❖ The school and federation should work to have sufficient media coverage and sponsor for competition and every aspects of basketball sport
- ❖ The federation should work hard for the establishment of youth projects in all woredas of the schools in the Bale zone. Apart from this, the federation should assist and make regular follow-up for the growth and development of these projects.
- ❖ The school and Sport commission should construct basketball courts in different corners of the schools and woredas to cultivate talented youngsters and to make the sport popular among the societies
- ❖ Based on the nature and the contribution of the subject the minister of education should look for additional periods so that an effective of teaching will be realized in the fact the allotment of period should be made on the basis of serious study.
- ❖ The school and the woredas education office should pay due attention to budget allotment of the government school, so that necessary material will be bought in sufficient quantity.

- ❖ To increase student's participation in Basketball activities by giving Basketball course properly, by increasing students understanding and interests, encouraging students to the administration and Basketball teachers, by preparing Basketball competition
- ❖ Basketball materials and Basketball field discourage students in general, therefore, schools should allocate budget to purchase Basketball materials
- ❖ PE teacher, School and federation should work hand to hand in order to solve the problems, the government should give equal emphasis to basketball sport like other sports

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7. APPENDICES

Appendix- I

Questionnaires

Dear colleague,

The purpose of this investigation is to study the Challenges and Practices of Basketball teaching. The sample will be select from Bale Zone (Agarfa, Robe and Goba) Preparatory school. Your co-operation will contribute to the success of this research. I will appreciate your willingness to take part in this investigation. **Your names will not be published in the report on my research and this is the reason why you should avoid writing your name in the actual questionnaire.** I kindly request you to answer all of the questions. If you like to give further comments; you can do so by inserting them in this questionnaire. Please, be so kind to answer the questions according to your true opinion. The final conclusions will summarize all respondents answers. Thank you for your patient and your co-operation.

Students Background Information

Please fill the following Information

1. Administrative Zone _____ Woreda _____

2. School _____ Grade _____

3. Sex: Male Female

4. Age 16- years 17- years 18-years Above 18

These questionnaires would be answered by students only.

Instruction I:- Circle or tick your choice developing on the nature of the question asked or by giving short answer on the space provided

1. Do you take part in practice in basketball in addition to regular basketball class?

A. Yes B. No

If your answer is yes for what purpose do you practice?

A. For fitness B. For competition C. For recreation D. To master the
skill

If your answer is No what is the reason?

A. Shortage of time B. Lack of interest C. Health problem D. Lack of
equipment

2. Do think that the time allocated for practical class is enough to learn the skills?

A. Yes B. No

3. Do you think that the number of students in your class affected your basketball skill
acquisitions?

A. Yes negatively B. Yes positively C. Difficult to decide

4. Is the help that you gate from your teacher to acquire basketball skill is satisfactory?

A. Yes No

5. My eagerness to attend the teacher while he teach as basketball technique is

A. Very high B. High C. Medium D. Low E. Very low

6. Is there Basketball computation in your schools among students /class?

A. Yes B. No C. I don't have any idea

7. Have you been participated in basketball activity when in high school?

Yes No

8. How do you describe your relationship with Teachers in your School?

A. Excellent B. very good C. good D. poor E. very poor

9. For which part do gave attention during basketball class?

A. For scoring good grade B. To master the skill

10. Do you practice basketball game other than school

Yes No

11. have you been supported by your parents the fact that you were member of school basketball team. Yes No

12. Is there inter class basketball competition in your school

Yes No

13. Is there any student that you know him/her now playing for any club

Yes No

14. Is there a project working on youth basketball skills teaching program in your town?

A. Yes B. No

If your answer is yes, do you believe that it fits?

i. Yes ii. No

If no, what is its impact on the teaching of basketball in your School? _____

15. Do you believe that basketball match referees have sufficient competence and skills?

A. Yes B. No

If no, what is its impact on the teaching of in your town? _____

16. Do you get sufficient materials, facilities and play ground for the training?

A. Yes B. No

If no, what is its impact on the teaching of basketball in your School? _____

17. How do you describe media coverage for basketball sport in your town? _____

18. How do you explain the media coverage of basketball as compared to other sport? _____

19. How do you describe the teaching of basketball sport in your School?

Appendix- II

Interview Questions for Students

1. Does your teacher start lesson on time regularly?
2. Are you afraid of Basketball game because the body contact is very high?
3. Are you satisfied by learning only one period per week?
4. Is there any Basketball Competition in the school?
5. Have you watch a Basketball competition game through TV?
6. Do you want to play Basketball in the higher level?
7. The method of teaching of your teacher is it attractive?

Appendix III

Question for Teachers and School Principals

1. Is there Basketball computation in your schools among students /class?
A. Yes B. No
2. Do you get sufficient materials and facilities for the teaching Basketball?
A. Yes B. No
3. How do you describe your relationship with people working at post in the basketball federation?
A. Excellent B. very good C. good D. poor E. very poor
4. How do you describe your relationship with Students in your School?
A. Excellent B. very good C. good D. poor E. very poor
5. How do you describe your relationship with parents?
A. Excellent B. very good C. good D. poor E. very poor
6. How do you describe your relationship with Students?
A. Excellent B. very good C. good D. poor E. very poor
7. How do you describe your relationship with other club coaches?
A. Excellent B. very good C. good D. poor E. very poor

If no, what is its impact on the teaching of basketball in your School?_____

8. Is there a project working on youth basketball skills teaching program in your town?
A. Yes B. No

If your answer is yes, do you believe that it fits?

- i. Yes ii. No iii. If no, what is its impact on the teaching of basketball in your School?_____

9. Do basketball matches in your town have spectators?

A. Yes B. No

If no, what is its impact on the teaching of in your town?_____

10. How do you describe media coverage for basketball sport in your town?_____

11. How do you explain the media coverage of basketball as compared to other sport? _____

12. How do you describe the teaching of basketball sport in your School?

13. What do you suggest that stake holders should contribute to teaching of basketball sport in your School?_____

14. Does your School club have supporter (sympathizer) association?

- A. Yes B. No

If no, what is its impact on the teaching of basketball in Bale

Zone?_____

If yes, what kinds of support the federation render to your School club?_____

If no, what is its impact on the teaching of your School club?_____

15. Does the federation help your School club?

- A. Yes B. No

If yes, what kinds of support the federation render to your club?_____

If no, what is its impact on the development of your club?_____

16. How do you describe the teaching of basketball sport in your school and town?

Finally if you have anything to suggest_____

Appendix-IV

Interview Questions for Teachers

1. Is there Basketball computation in your schools among students /class?
2. How much of your time do you spend on your professional activities?
3. Is there a Basketball field in you school?
4. What is your role as a leader of the office in terms of improving the challenges and Practices of basketball development in your School and Woreda.

Appendix -V

Interview question for principals

1. What are you doing to up-to-date yourself as a leader of the office to continually enhance your professional capacity ?
2. Your office prepares capacity building training for teachers and other professional?
3. The initiation and interest of teachers towards teaching basketball
4. Is there inter class basketball competition in your school

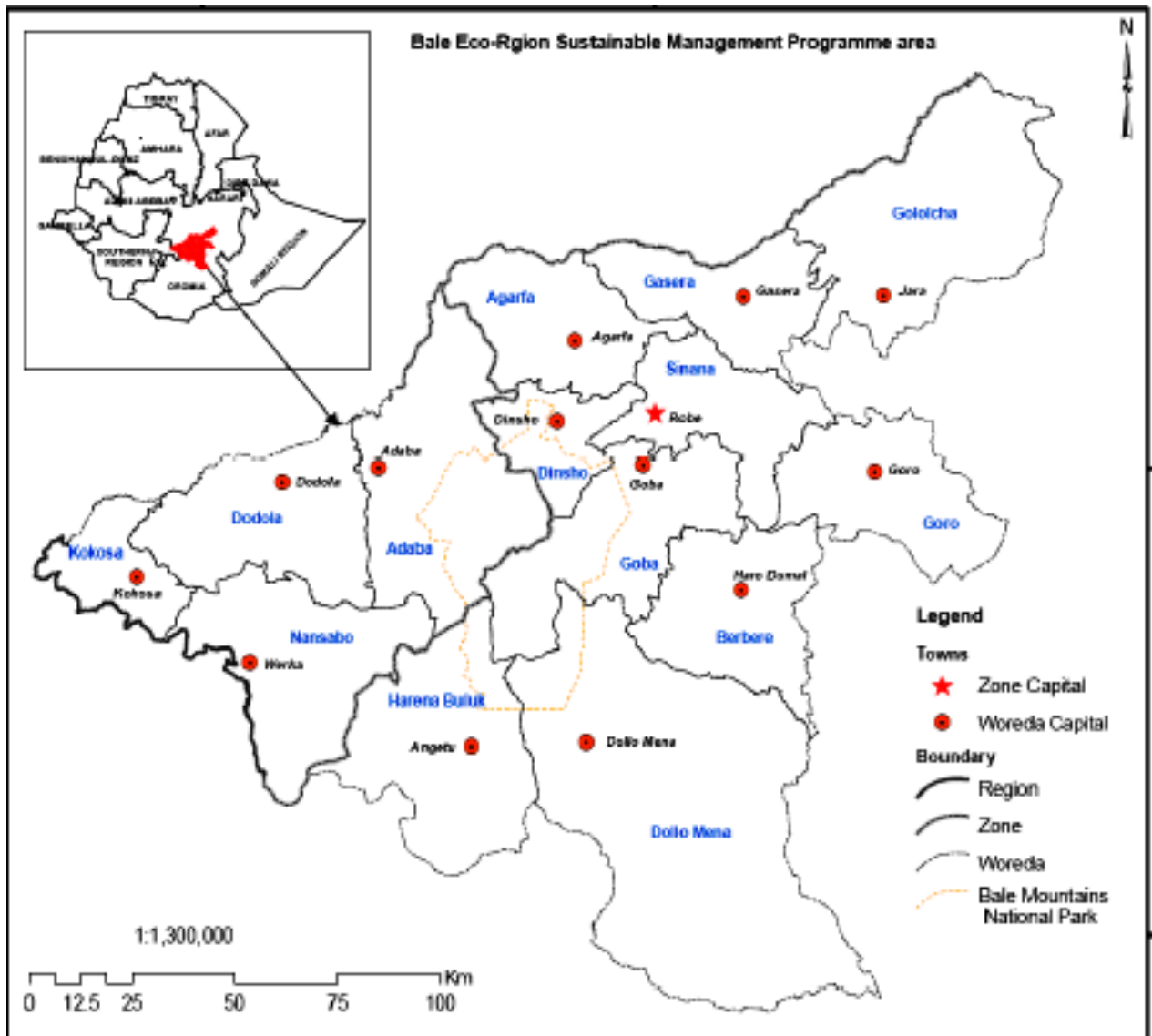
Appendix -Vi**Observation Check list**

N.B. 1= Excellent, 2= Very good, 3= Good, 4= Poor

No	Activities	1	2	3	4
1	Adequate equipment and facilities in the school				
2	Method of teaching that the teacher used to make the lesson attractive and participative				
3	Availability of basketball playground & materials.				
4	Students' interest and motivation to participate actively in Basketball class.				

LIST OF FIGURES IN THE APPENDIX

Figure 1: Map of the study area.



Source: From Wikipedia, the free encyclopedia.